

# 2022 Annual Report

## Illawarra Hospital School



# ILLAWARRA HOSPITAL SCHOOL

5551

## Introduction

The Annual Report for 2022 is provided to the community of Illawarra Hospital School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

### School contact details

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Illawarra Hospital School

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## School vision

Illawarra Hospital School is committed to providing a holistic education that is focused upon supporting the continuity of quality education for every student.

The school's inclusive, safe and supportive environment will enable students in exceptional circumstances to connect and engage in meaning learning and promote student wellbeing.

We will foster authentic partnerships with students, parents, census schools and medical staff to ensure the health and education needs of every student is supported.

## School context

Illawarra Hospital School is K-12 SSP located on the Child and Adolescent Ward of Wollongong. The school provides highly individualised and differentiated education, catering for students from Kindergarten to Year 12 who have been admitted to Wollongong Hospital. It provides a supportive and engaging environment enabling students to maintain their educational program. Students are either inpatients or outpatients of Wollongong Hospital. Our students are an extremely diverse group, coming from a range of cultural backgrounds and all sectors of schooling. While the school is situated in the Child and Adolescent Ward, it also caters for older students who may be admitted into other wards. The school staff work closely with the student's census school, parents and family members, medical staff, therapy teams and social workers on a daily basis to provide high quality care and individualised education.

Illawarra Hospital School has an Anxiety and Engagement Outreach Class located on a local primary school site in Fairy Meadow. The flexible learning space providing a shared and alternative education to support children who are showing signs of anxiety and are at risk of disengaging from their school setting. The students are identified by their school. The students are provided with a tailored program that implements strategies to help students overcome their anxieties associated with school and enables them to feel safe in a small and supported environment. The program aims to enhance the student's engagement in education and to partner with schools to build their capacity to manage students with anxious behaviours.

Based on our situational analysis we have identified a need for a strong emphasis on embedding quality, differentiated teaching practices across the curriculum and establishing innovative, high possibility classrooms. The wellbeing and engagement of our students remains a priority. We will revisit our understanding of effective wellbeing practices, reflecting on the needs of our increasing student mental health admission cohort. We will continue to implement and support our initiative supporting primary aged students with anxiety in Wollongong and North Wollongong networks. To ensure every teacher and every leader improves every year we will embed explicit systems that facilitates the sharing of professional knowledge and collaborative practice to sustain whole school improvement.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student Growth and Attainment

### Purpose

To ensure students connect, succeed and thrive in their learning through explicit, evidence-based teaching practices in an innovative learning environment. Our teachers will understand the learning needs of individual students, differentiate their teaching, evaluate their effectiveness and adapt their practice to optimise student outcomes.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective Classroom Practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$1,641.72

### Summary of progress

The focus was to explore our understanding on why do we need to gather information about the learning and wellbeing needs of our long-term students, and when we consider the why, what information do we need to ensure we it achieves the purpose. Teaching staff reflected on current practice to explore how data was gathered and how the data was used to support the continuity of student learning. Within the reflection, strategies were identified about how to effectively and efficiently gather information on the learning and wellbeing needs of long-term students. Strategies were applied and adapted, increasing the specificity of information gathered from each student's census school. In 2023, teaching staff will take a deeper dive into enacting explicit teaching of literacy and numeracy under the guidance of the NSW Curriculum Reform.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Internal measures indicate the developed framework assists teachers to effectively gather literacy and numeracy area(s) of development for long-term students from their census school.	Document analysis has indicated an improved efficiency and effectiveness of information gathered from the census school of long-term students. This has supported the student's continuity of learning and authentic connection to their census school whilst in the hospital school setting.
Internal measures indicate that all teachers have a shared understanding of explicit teaching practices that meet the needs of a hospital school setting.	Delay in implementing this initiative have required work to be postponed to 2023. In 2023, this initiative will be strongly aligned to the enactment of the NSW Curriculum Reform.

## Strategic Direction 2: Engage and Thrive

### Purpose

To build a positive and inclusive learning environment, in each educational setting, through whole school wellbeing processes and practices that support the wellbeing of all students so they can engage and thrive in their learning and wellbeing.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Whole School Approach to Student Wellbeing

### Resources allocated to this strategic direction

**Location:** \$647.00

**Anxiety and Engagement Outreach Class:** \$4,000.00

**Professional learning:** \$5,597.09

**Socio-economic background:** \$3,449.27

**QTSS release:** \$1,429.46

### Summary of progress

The focus was for all staff to engage with professional learning to build understanding of the elements of a successful wellbeing program. All staff completed the NSW DoE Trauma Informed Practice modules and majority of staff completed The Choice Theory Basic Intensive Training. Following the professional learning, staff completed an individual reflection to identify key features that were relevant to the hospital school and the Anxiety and Engagement Outreach setting. Immediate impact of the staff engagement in the professional learning was common dialogue being used in professional discourse across both settings. In 2023, staff will focus on enacting two to three practices that will support the wellbeing needs of individual students.

The continued enactment of the Anxiety and Engagement Outreach Class (X-Cite Program) was another focus for 2022. The three cohorts across 2022 included 21 students from 10 primary schools across the Wollongong and Wollongong North Networks. The research project in partnership with the University of Wollongong was delayed due to a pause on research in NSW public schools. Following a two day observation from a NSW DoE Inclusive Education Coordinator, detailed feedback will be applied to the further development of the program in 2023.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Internal staff data indicates an increased percentage of staff actively engaging with professional learning aligned to wellbeing.	100% of staff completed the NSW DoE Trauma Informed Practice modules and 66% staff completed The Choice Theory Basic Intensive Training, with 100% of staff completing the individual reflection following engagement with professional learning. The learning and reflection will inform the 2023 focus of the enactment of practices to support student wellbeing needs.
Internal data identifies that the Anxiety and Engagement Outreach program is supporting students' improved attendance and engagement post-intervention at their census school.	The gathering of data on student attendance and engagement was inconsistent in 2022. An area of focus for 2023.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,090.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Illawarra Hospital School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Whole School Approach to Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Choice Theory Basic Intensive Training to support student learning and wellbeing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 66% of staff completed The Choice Theory Basic Intensive Training with 100% of staff completing the individual reflection following engagement with professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The learning and reflection will inform the 2023 focus of the enactment of practices to support student wellbeing needs.</p>
<p>Location</p> <p>\$647.00</p>	<p>The location funding allocation is provided to Illawarra Hospital School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Approach to Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Sustained implementation of the Anxiety and Engagement Outreach Program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to refine and further develop Anxiety and Engagement Outreach Program in moving towards the achievement of the 2025 improvement measure.</p>
<p>Professional learning</p> <p>\$5,597.09</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Illawarra Hospital School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Approach to Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through NSW DoE Trauma Informed Practice and Choice Theory Basic Intensive Training to support student learning and wellbeing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of staff completed the NSW DoE Trauma Informed Practice modules and 66% staff completed The Choice Theory Basic Intensive Training, with</p>

Professional learning \$5,597.09	<p>100% of staff completing the individual reflection following engagement with professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The learning and reflection will inform the 2023 focus of the enactment of practices to support student wellbeing needs.</p>
QTSS release \$1,429.46	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Illawarra Hospital School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Whole School Approach to Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through NSW DoE Trauma Informed Practice and Choice Theory Basic Intensive Training to support student learning and wellbeing.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of staff completed the NSW DoE Trauma Informed Practice modules and 66% staff completed The Choice Theory Basic Intensive Training, with 100% of staff completing the individual reflection following engagement with professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The learning and reflection will inform the 2023 focus of the enactment of practices to support student wellbeing needs.</p>
COVID ILSP \$8,619.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• No activities were completed.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> No impact as the funds were under spent due to the dynamic and unpredictable nature of enrollment in the hospital school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Additional teacher to support student who will be a shared-enrollment one day a week for 2023.</p>
SSP supplementary funding \$27,241.22	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Illawarra Hospital School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support in the creation of high-quality teaching and learning programs</li> <li>• additional staffing to improve curriculum implementation</li> </ul>



<p>SSP supplementary funding</p> <p>\$27,241.22</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced teaching and learning programs in the area of Technological and Applied Studies and Creative Arts that support student engagement with learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Embed teaching and learning programs throughout 2023 and engage with syllabus consultation.</p>
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## Attendance

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NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	1.22
Teacher Librarian	0.08
School Administration and Support Staff	2

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	383,113
<b>Revenue</b>	879,139
Appropriation	878,400
Investment income	739
<b>Expenses</b>	-721,886
Employee related	-694,243
Operating expenses	-27,643
<b>Surplus / deficit for the year</b>	157,254
<b>Closing Balance</b>	540,367

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	5,091
Equity - Aboriginal	0
Equity - Socio-economic	5,091
Equity - Language	0
Equity - Disability	0
<b>Base Total</b>	553,302
Base - Per Capita	7,050
Base - Location	647
Base - Other	545,605
<b>Other Total</b>	56,202
<b>Grand Total</b>	614,595

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Parent/caregiver, student, teacher satisfaction

Prior to discharge parents/caregivers and students are asked to evaluate the provision of services by the school.

Parent surveys indicated that:

- 91% strongly agreed that their child felt comfortable in the learning environment and with the services provided with 9% agreeing
- 100% strongly agreed that the staff were friendly and approachable
- 100% strongly agreed that their child's learning was supported
- 100% strongly agreed that the staff made a positive difference to their child's wellbeing during their hospitalisation
- 100% strongly agreed that the learning resources were engaging and at an appropriate learning level for their child
- Parents reported that the staff catered for their child's individual needs in a happy, supportive learning environment.

Students surveys indicated that:

- 70% strongly agreed that they enjoyed coming to our school with 30% agreeing
- 70% strongly agreed that the school was friendly and welcoming with 30% agreeing
- 70% strongly agreed that the school supported their learning with 21% agreeing

Staff surveys indicate that:

- There is a shared commitment in the school to student and staff wellbeing
- They have access to quality professional learning to improve student outcomes
- Opportunities are provided for staff to collaborate
- They have access to quality resources to support student learning

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.